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ABSTRACT

College-level students' achievements may be negatively impacted because college-level instructors, though well educated and informed in their particular subject area, may not be effective classroom teachers. A study was conducted to examine the preparation of postsecondary educators to determine if methodology training is considered to be of any value. A review of current literature shows how college teaching can and should be improved, and indicates that the assumptions "if you know it, you can teach it" and "good teachers are born" are flawed. Full-time faculty members in the Maine technical college system were surveyed to determine how college teacher training was viewed. Respondents (N=133) indicated that instructors have at least bachelors and/or masters degrees, 38 percent of full-time faculty are pursuing further education, slightly less than half have had formal and specific training in methodology prior to employment, and 40 percent have received specific methodology training during employment. The paper concludes with recommendations for 16 practical steps to lift the level of teaching in universities. An appendix provides a copy of a tabulated questionnaire. (Contains 25 references.) (LL)

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ED 362 511

Faculty Teacher Training at the Post-Secondary Level

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December, 1992

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Chapter One

Statement of the Problem

"The case for considering the preparation of college teachers was aptly put in a report of a conference held in 1949: 'The American college teacher is the only high level professional man in the American scene who enters upon a career with neither the prerequisite trial of competence nor experience in the use of the tools of his profession'" (Wise, 1967, p. 77).

College-level (two-year community/junior college, two-year technical college, or four-year university) students' achievements may be negatively impacted because college-level instructors (although well educated and informed in their particular subject matters) may not be effective classroom teachers. "Some of the worst teaching occurs at the collegiate level" is a statement often heard. This study will examine the preparation of post-secondary educators to determine if methodology training is considered to be of any significance and to determine if this is of concern to those educators.

There appears to be an assumption supporting this lack of preparation:

> that all post-secondary educators know the subject matter to be presented and are qualified to teach. (Many people know a great deal about an occupation but have never developed the skills needed to communicate that knowledge to students.)

It is apparent that methodology courses are important in public educational systems because the following are required for State of Maine teaching certification in elementary schools:

- 6 hours of math
- 6 hours of English
- 6 hours of Science
- 3 hours of Language Arts
- 6 hours of Social Studies
- 3 hours of methodology for math
- 3 hours of methodology for reading
- 3 hours of methodology for science
- 3 hours of methodology for social science
- 1 class in Computer Literacy
- 15 weeks of Student Teaching
- Professional Education Courses (33 hours) (including Educational Psychology and Mainstreaming)

It is apparent that methodology courses are important in public educational systems because the following are required for State of Maine teaching certification in secondary schools:

Mainstreaming
Curriculum Design
Program Evaluation
Educational Psychology
Foundation in Education
content methods courses
15 weeks of Student Teaching
36 hours in subject area--math, English, business, etc.

"Teaching is a licensed activity. All publicly supported educational systems require some form of instructor certification--defined here as any obligatory requirements for obtaining a position. This may be as elaborate as the state-mandated preparation sequences for elementary and secondary school teachers, or as simple as a set of locally developed and locally maintained rules for employment in the community college. Nevertheless, requirements do exist" (Cohen & Brawer, 1972, p. 134).

It is apparent from our research that most post-secondary faculty influenced, governed, or employed by the following institutions are not required to have methodology courses:

American Technical Education Association
Connecticut Board of Trustees of Community-Technical Colleges
Delaware Technical and Community College
Illinois Community College Board
Illinois Valley Community College

Maine Department of Education
Maryland State Board for Community Colleges
New England Association of Schools and Colleges
New Hampshire Department of Postsecondary Technical Education
South Carolina State Board for Technical and Comprehensive Education
Southern Association of Colleges and Schools
Tennessee Higher Education Commission
Vermont State Department of Education Adult and Vocational-Technical Education
Washington State Board for Community and Technical Colleges
William Rainey Harper College in Illinois

Why are most post-secondary instructors not required to have any methodology training? In American education there is a marked gap between the preparation sequences experienced by elementary and secondary school teachers, on the one hand, and by college teachers, on the other. "Certification requirements for the former group demand immersion in several courses dealing with pedagogical theory and practice. For the latter, there is no credential required other than the possession of a graduate degree in an academic discipline. Yet differences in teaching at the various levels of education cannot be so great that the one calls for a year or more of deliberate training to teach while the other requires none" (Cohen et al., 1972, p. 154).

The purpose of this study is to examine the preparation of post-secondary educators to determine if methodology training is considered to be of any significance and to determine if this is of concern to those educators.

Chapter Two

Review of Current Literature

Why write a paper on better college teaching? Simply because it could be improved. There is no right way to teach in college. All kinds of successful programs and activities have been reported (Weimer, 1990).

Standards for faculty certification, student entrance, curricular decisions, even instructional forms, have been and are administrator-, governing board-, and/or state level-dominated. There is nationwide consistency in certification requirements, although details vary from state to state. The norm is a master's degree to teach in academic areas and equivalent trades experience to teach in vocational programs in the junior college. The number of required courses in education has declined. Certification requirements or not, these instructors need training in sensitivity to others and preparation so that they tend to hold themselves accountable (Cohen et al., 1972).

More is known about college teaching now and that includes research on how it can and should be improved.

Even those embittered by the neglect of teaching and those infatuated with research know that knowledge must be shared. Learning can be an independent activity, but teachers realize that unshared wisdom has long-lasting value. To share knowledge is to teach and to share knowledge effectively is to guarantee the preservation of what most faculty have labored long to learn (Weimer, 1990). Sylvia Grider of Texas A & M University believes that the crisis in American higher education is not the curriculum. It is in the hands of the teacher. Almost any responsible curriculum can be effective in the hands of a master teacher (Bok, 1991). There is something else most faculty know but may have trouble admitting and that is books and now data bases pass along the facts, but teachers inspire the passion (Weimer, 1990).

Faculty make several flawed assumptions about teaching and learning. One of these is: <u>If you know it, you can teach it</u>. To believe that if you know it, you can teach it is to have a vision of teaching that is narrow and simplistic, a blind spot that makes instructional problems unrelated to content much more

difficult to discern (Weimer, 1990). This perception has contributed to the present lack of interest toward the preparation of teachers (Wise, 1991). A preparation program allows the teacher to narrow down the details of the profession. Where the prospective teacher may have made his initial choice on the basis of fairly vague notions, the program makes him confront the specifics of his work. It allows him to test resources and weigh liabilities, to amplify his talents and question his directions. The experiences of a deliberately designed preparation sequence can help the instructor understand both self and profession, because the program in which he engages influences the attitudes and approaches he uses in addressing his work. Preparation programs are fundamental to any educational organization (Cohen et al., 1972).

Teachers need not only to understand the content of the subject matter they are teaching, but they also need to know something about how that content is taught and learned. If they learn a series of specific teaching techniques without understanding their rationale and without help in adapting them to certain

students and certain classroom situations, they will not be able to pull off new methods of teaching (Kennedy, 1991). How teachers learn on the job and how they continue to learn is a key to maintaining teaching excellence. College professors are highly capable of learning about teaching as about anything else. However, college professors tend to learn what they want to and learning about teaching may not be among their primary wants (Eble, 1983). During graduate training and after, college instructors generally focus their energies on course content, rather than on the process of teaching (Berry, Filbeck, Rothstein-Fisch, & Saltman, 1991). Adequate and appropriate training puts the person in a position to focus on tasks and hastens the transition from student to professional (Cohen et al., 1972).

What bothers Brandt the most about the post-baccalaureate route is that in many areas, bachelor degree people are being allowed to have a brief introduction to pedagogy and then are being cloned out there with mentors--the very people who should be doing a much better job. The candidates are not even being

required to be tested to determine whether they know their subject matter. We're letting a lot of people come out of business or the military who took a math or science degree 20 years ago and assuming they have about everything they need in order to teach (Brandt, 1991).

If the teaching is not going well, then faculty may assume that their knowledge of the content is inadequate. One needs to know more than content. In fact, some studies suggest that certain other characteristics may be more important than the factual knowledge of it such as teacher enthusiasm and involvement in the content (Weimer, 1990). A teacher may know the subject matter well but not communicate enthusiasm for it. This lessens one's effectiveness in the classroom (Centra, Froh, Gray, & Lambert, 1987).

As Cremin argues, education is too significant and dynamic an enterprise to be left to mere technicians. One might as well begin now the extraordinary task of preparing men and women who understand not only the substance of what they are teaching but also the

theories behind the strategies they employ to convey that substance (Cohen et al., 1972).

Another flawed assumption about teaching and learning is: Good teachers are born. When faculty members see good teachers working to be better, they realize effective instruction is not an accident or gift of birth. It must be developed and worked on; even good teachers must continue that effort. The less effective ones had better get busy themselves (Weimer, 1990).

Some teachers need to improve more than others, but everyone can benefit, including average and excellent teachers. Teaching is very much like running, writing, swimming, and a host of other activities. With practice and attention to detail, performance does improve. Even outstanding athletes devote a great deal of time to practice, working to refine already effective skills. All faculty members can improve and most should (Weimer, 1990). It only makes sense that if we could interest teachers in teaching, we could expect useful learning to follow. Efforts to improve faculty as teachers depend on the

willingness of faculty to continue learning as teachers (Eble, 1983). According to Bakker and Lacey, faculty generally want to do well at their teaching out of integrity more than from a desire to keep a job; to be teaching poorly and not to know what to do about it is a kind of hell (Weimer, 1990). An instructor cannot effectively change unless the instructor knows how to change (Geis, 1991). Researchers have identified the components of effective instruction, and the good news is that they are not divinely bestowed gifts but acquired skills (Weimer, 1990).

It is obvious that the typical prospective college teacher has little grasp of the variety of responses of students to undergraduate teaching. He has little awareness of the uses that may be made of different forms of teaching in order to establish a relationship with varieties of students. He has little foundation for adapting both the level of content and the sequence of its presentation in order to facilitate learning in the classroom. Many faculty, especially young ones, lack sufficient perspective to make judgments about inclusion of subject matter and about sequences that

are appropriate. Is it any wonder that crucial decisions about courses and curricula are often based on interests unconnected with the chief purposes of the colleges (Wise, 1967)?

In no regard are new college teachers more deficient than in their lack of insight into the nature of the college teaching profession. They lack the rudimentary concepts of the ethics of the profession and appear to lack workable hypotheses about the balance of freedom and responsibility which ought to be characteristic of their field. Their understanding of the nature of academic freedom is limited, and they are unprepared to establish satisfactory professional relationships with their faculty colleagues, with the administrators of the colleges, and perhaps most of all, with the students they teach. They have no adequate perception of the variety of American colleges and the purposes they serve. Their first professional position is often accepted without a clear recognition of the obligations to which they should be committing themselves in the college in which they accept a position (Wise, 1967). The profession itself stands in

the way of better college teaching. The college teaching profession does not recognize the need for teacher training. The large majority of veteran faculty members, though able to produce transcripts documenting course work in virtually every aspect of their content specialty, cannot name one class that addressed instructional issues (Weimer, 1990).

It is unlikely that the profession can be persuaded that college teachers need to be trained or that current teachers will return to graduate school for the missing course work. Professional development may offer on-the-job training designed to make faculty members aware of how they do teach and how they could teach. However, college teachers must be convinced that there is something of value to learn about instruction (Weimer, 1990).

College presidents rarely mentioned teacher education when Goodlad asked them about present and future campus priorities. In fact, teacher education probably would not have come up in most of Goodlad's interviews if he had not raised the subject. Teacher education instructors that Goodlad spoke with were well

aware that neither they nor their work occupied a high place in the priorities of their institutions (Goodlad, 1991).

Few professors are very specific about how they learned to teach or how they acquired those characteristics that mark their teaching style. Many model themselves after powerful people from their own student days. Some picked up hints and techniques, acts and attitudes to avoid as well as to emulate, which in time blended into a characteristic way of doing their work (Eble, 1983).

Certain factors make this a good time to confront individual faculty members and their institutions with an instructional improvement agenda. Several credible national reports and recognized educational experts have been critical of higher education, especially the quality and conditions of college teaching (Weimer, 1990).

The problem with teachers who are untrained to teach is that they teach generally unaware of how they do it. This results in their inability to account for why they teach that way; they lack instructional

awareness. This lack of instructional awareness accounts for well-educated, intelligent, and respected professionals lacking variety in instructional strategy and an inability to cope in a classroom when things do not go as expected (Weimer, 1990).

Too little in prospective college teacher's educational experience draws attention to teaching as a vital and developable skill. Among the recommendations of the various high-level committees that have studied graduate education in the past 10 years is one that calls for more attention to teaching instruction in the graduate programs of prospective college teachers (Eble, 1983). Our profession will continue to be held in low esteem until we demand more of our teachers. There can never be a profession of teaching until the public has reason to trust teachers. Trust will not develop until all teachers are well educated and carefully licensed. Until that happens, the current wave of education reform will not succeed (Wise, 1991).

Teaching as the act of refining and transmitting the knowledge acquired through research and scholarship becomes a direct and desirable outcome of scholarly

training (LaPidus, 1987). Finally, the equating of content mastery with instructional effectiveness inhibits instructional improvement because it makes teaching an activity without substance in its own right. This simple and reductionist view of teaching is not only unfortunate, it is naive (Weimer, 1990).

Teaching is a profession with a specific body of knowledge: pedagogy. It has a code of ethics, and the public still believes that what teachers do is important enough to warrant licensure. Not just anyone can become a teacher, particularly an instructor of occupational subjects. Just as attorneys or physicians have to demonstrate their competence, so do teachers. Teacher education courses help design and carry out effective instruction (Bott, 1987).

A principle of occupational education is that an instructor of an occupation, in order to be effective and to realistically present what occurs on a job, has to have some actual work experience. Another principle is that occupational experience alone is not enough to make a teacher. We all know someone who may have had a great deal of formal education, but who has never

worked outside the university. This person can teach an idealized version of an occupation, but there will be something missing. On the other hand, we may know someone who knows all there is to know about an occupation, but who has never developed the skills needed to communicate that knowledge to others. This person, too, can teach in the classroom, but his "teaching" will probably frustrate all concerned. The principles of learning and their applications are among the most important things that a teacher should master. This knowledge will help teachers to function more effectively (Bott, 1987).

An understanding of how people learn is important for those who are interested in providing improved instruction. An understanding of learning principles will help the instructor establish conditions in a classroom that will make it easier for students to attain skills and knowledge and develop appropriate attitudes toward work. This is why an emphasis on instructional techniques and strategies in courses are given in teacher preparation programs. The preparation of good lesson plans, the provision of demonstrations

and appropriate learning materials, and the allowance for opportunities to practice new skills are some of the many applications of learning principles. Instructors of occupational subjects will be able to develop materials, design curricula, and plan instruction if they understand and are able to apply the principles of learning (Bott, 1987).

Majoring in an academic subject in college does not guarantee that teachers will have the kind of subject matter knowledge they need for teaching. When we contrast teachers who majored in a subject with others who did not, we find that the majors are often no more able than other teachers to explain basic concepts in their discipline. It is taken for granted that the more courses in a subject area one takes, the more knowledge is gained, rather than just a measure of effort invested (Kennedy, 1991). For a number of reasons, teachers of occupational subjects need work experience as well as formal education both in their occupational subjects and in methods of teaching (Bott, 1987).

After years of glancing at student course evaluations, Bok is convinced that every one of the faculties boasts many members who are regarded as fine teachers. The overall quality of instruction is also very high. The fairest summary of teaching today is not that quality has dropped, but that now, as in the past, there is room for improvement (Bok, 1991).

Despite concerns about preparation programs, the same people who criticize them are often those who block their development. These people may not be aware of how they hamper the introduction of alternatives, but they do maintain subtle barricades. One obstacle to preparation program development has been that most junior college leaders are much less concerned with the preparation of prospective teachers than they are with other matters. The colleges have been expanding so rapidly that their administrators are preoccupied with buildings, finances, and people who would handle the floods of students descending on them (Cohen et al., 1972). The trend of two-year college instructors having public school teaching experience appears to be declining (Keim, 1989).

Preparing faculty members for that small number of selective, research-oriented universities is not really the major problem. The diversity from which many professors come and in which they will teach is enormous. This makes it unlikely that a single way of training faculty will ever be productive (LaPidus, 1987).

According to Harvard's chief chronicler, Samuel Eliot Morison, almost every graduate during 1825-1860 has left on record his detestation of the system of instruction at Harvard. In 1939 a student committee did a comprehensive review of undergraduate education. The report includes many passages that suggest there was a problem with the quality of instruction. The report concluded that the difficulty with Harvard teaching is that the personnel is not selected or advanced with teaching ability as a major consideration. Since it is not believed by instructors to be a major criterion, they do not devote enough time and thought to teaching (Bok, 1991).

In the period immediately after completion of graduate school, the idea persists that training in

research is the appropriate preparation for a career as a faculty member. We reject the idea that training in teaching, at the level of the postdoctoral, is useful or desirable (LaPidus, 1987).

Much of the content taught in college courses is different from the content of K-12 classes. Often fundamental concepts on which a subject rests--the meaning of division or of a complete sentence, for example--are not addressed in college. Students are assumed to have already learned these things. When they begin to teach these things, they must draw on what they recall from their own elementary or secondary education, not on what they learned in college (Kennedy, 1991).

While universities have had their share of good and bad teaching, the nature of the problem has changed in recent decades because of the emphasis on scientific discovery and the research that came about after World War II. With the growth of federal grants and many academic journals, research has come to dominate all other factors in choosing, recognizing, and rewarding faculty members. Greater salaries and promotions tend

to do to accomplished scholars, since it is the published word, far more than teaching, that builds the reputation of a university (Bok, 1991).

Efforts to train people to become college instructors are few and are directed mainly toward teaching assistants. The teaching assistant experience, with the right mentor(s), can be a superb introduction to college teaching. However, in the wrong hands, it can have the opposite effect. Even the teaching assistant experience is often not viewed as a specific mechanism for training prospective college teachers. It can be seen as a way of supporting graduate students that gives them good experience. This can be an end in itself (LaPidus, 1987).

Some professors have a hard time changing with the times, and the professor may need a change of context. Many university professors have found that change in teaching at the graduate level. Their teaching may be no better, or worse for that matter, but the students' tolerance is greater and the number adversely affected is fewer (Eble, 1983).

Much emphasis is put on the professor being taught. It would seem reasonable that people who make their living by being teachers would be responsive to being taught. This is not so. Most people resist being taught what they think they already know (Eble, 1983).

With powerful incentives geared toward research, the prospects for good teaching seem bleak. After many studies, it appears that more time spent on research does not necessarily mean less time spent on teaching nor are those who publish any worse teachers in the eyes of their students (Bok, 1991). In almost all graduate programs, the main emphasis is on mastery of the knowledge of the field and demonstration of research competence in some part of that field. These pressures squeeze out all other study and diminish the attention a candidate might give to such an important matter as developing teaching skills. Also, this bias against formal "education" tends to place a barrier between subject matter departments and those engaged in education. It is a rare graduate student who can cross such a barrier to include work in teaching instruction

or even seek guidance about teaching and learning (Eble, 1983).

The end result is that the practical experience large numbers of graduate students receive as teaching assistants is the main form of specific preparation for teaching. Ph.D. candidates in many institutions and those whose records win them other kinds of support can escape specific preparation for teaching altogether. All candidates experience some kind of exposure to developing their teaching skills if only the negative kind that makes students vow not to repeat the kind of teaching they received from their professors. The acquiring of teaching skills across the disciplines is haphazard and little informed or reinforced by the resources within the university. As teaching seems to have a low priority in the graduate school, it will be given a low priority thereafter (Eble, 1983).

Recommendations

"Much of what goes on in the classroom might be more effective without the teacher" (Wise, 1967, p. 79).

Far too many graduates of our colleges and universities feel that they never got an education, and it is these who go on to graduate school hoping to get what they failed to get as undergraduates. It is graduate education they want--not graduate training. This is why dissatisfaction with the graduate schools is so pronounced. There is no option available on the graduate level. Everything is geared to professional training. Among those disenchanted with graduate schools are precisely those from whom the colleges should be recruiting their faculties--those students who are not averse to learning but those who demand that it be given relevance and embodiment (Arrowsmith, 1967).

The matter of not having course work in teaching may not be limiting at first. Formal education may place more confidence in course work than is

justified, for a tight connection between course work in teaching and specific competencies in any activity is difficult to establish. In regard to formal course work in education, such courses have been, fairly and unfairly, so little respected within the university's general climate that their absence from a college teacher's dossier may not be a great loss (Eble, 1983).

Also, individuals are employed because of their unusual experiences or special talents whose credentials may be nontraditional yet appropriate for the specific subject matter. Those instructors who are experts in certain subjects but have not yet experienced traditional preparation may require closer scrutiny by the administrative staff than their counterparts with teaching experience. Although those teaching are considered experts in their fields, they are not used to the classroom discipline. The need then for observational measures employed by the administrator responsible becomes a necessity for promoting quality assurance (Kimmelman, 1992).

It serves no useful function for graduate faculties to raise the objection that any attention to the preparation of college teachers will seriously dilute their scholarship (Wise, 1967).

No division of higher education should be more attentive to the character of its students than the graduate schools. For out of the graduate schools come the majority of instructors who serve in diverse undergraduate institutions stretching from vocationally oriented community colleges to liberal arts colleges and from tiny denominational schools to large public universities (Eble, 1983).

Several surveys of the interest and activities in the graduate schools in preparing college instructors sustain the observation that, although there is concern in this matter, most graduate schools give it only incidental attention (Wise, 1967).

Some members of graduate faculties argue that graduate schools have no responsibility in preparing for classroom teaching and that attention given the problem distracts the graduate schools from their

principal purpose--the preparation of the scholar. Proponents of the views that the graduate schools do have a responsibility have also been vague and argumentative in their suggestions. Even while urging a reformulation of the purposes of graduate education, they have failed to focus on specific actions that would improve the preparation of Ph.D. candidates for college teaching (Arrowsmith, 1967).

Some valuable findings from various studies of characteristics of effective teachers as perceived by faculty colleagues and students show that faculty who were effective or impactful share a greater commitment to teaching generally; they strive to make their courses interesting, and they interact more with students and have a greater rapport with them. Though this may seem to confirm what anyone might have already guessed, it emphasizes an important point: Faculty members do well when they take an active interest in what they are doing. Being interested in teaching is linked with being interested in students

and in finding ways to get students interested (Eble, 1983).

Community colleges should be considering the issue of defining their own minimum qualifications for faculty which spell out how one can become "competent to render" a teaching or related service. Qualifications should be high enough to reflect the "quality" of teaching a community college should expect (Andrews, 1985).

Although credential requirements do not specify courses in human relations and although few preparation sequences include them, academic deans and others responsible for selecting and supervising community college instructors might well take the lead in suggesting that instructors enroll in such courses (Cohen et al., 1972).

For the profession in general, certification is the passport to respectability. The public at large cannot distinguish competent from incompetent teachers on the basis of service criteria (the profession does not do well at this, either) (Cohen et al., 1972).

State-mandated certification has its supporters and its opponents. Those who speak for it claim the need for a certain expertise in teaching demands that state and local agencies exercise a measure of control over practices in tax-supported institutions. Some of the arguments in opposition to teacher certification are that it guarantees nothing of value in a teacher's preparation and that it only assures a prolongation of junior colleges' identification with the local school districts from which, in most states, they arose; certification detracts from the junior college as part of higher education (Cohen et al., 1972).

In these terms, certification is viewed as it contributes to perceived status or as it adds to institutional effectiveness, and it may be questioned. Most arguments about teacher certification, however, avoid both issues and relate to the question of which groups are to set policy for, and maintain control over, the process of issuing credentials (Cohen et al., 1972).

As far as an institution's reputation is concerned, the quality of teaching is probably most important to a small college which envisions as its task primarily the transmission of knowledge and the development of those qualities of mind and spirit (Cartter, 1967).

"However, despite calls for junior colleges to do their own teacher training, most of the responsibility for the foreseeable future rests with the universities. Their charge is now to produce subject matter experts who are likewise learning specialists. These experts are not teachers stuffed with methods of classroom management, a little psychology of learning, and some philosophy of the junior college movement, but instructors who are aware of the totality of their responsibility toward student learning and who possess the necessary ability to carry it out. The certification requirements are incidental. Instructors should gain positions in junior colleges not because they completed certain courses, but because they are willing to be held accountable for

student achievement and have demonstrated that they can bring it about" (Cohen et al., 1972, p. 137).

When training programs lead instructors to construct and try out courses that include complete sets of specific measurable objectives, when junior colleges reward instructors for causing student learning, the two-year college will be on its way toward true identification as a teaching institution and its instructors on their way toward professional maturity (Cohen et al., 1972).

When a person joins the faculty of a college or university, he is not likely to get much formal assistance in making the transition from graduate student to instructor. Development of teaching skills in our colleges and universities is left to the person's inclination, self-interest, and natural aptitudes (Eble, 1983).

In reporting the results of a nationwide study of junior college teacher preparation, E. Cohen suggests the establishment of a masters college within existing institutions. This masters college would have

distinctive features of its own, serving the community colleges in its locale with ideas and consultants, as well as with especially prepared instructors (Cohen et al., 1972).

A separate institute organized and staffed by junior college personnel has been suggested. Instructors would be prepared to understand the unique role of the junior college. The degrees offered might include the doctor of arts, the "candidate" or "master" in philosophy, master of arts in teaching, and a variety of titles that suggest preparation sequences other than those found in the typical master's degree program (Cohen et al., 1972).

It is known that few college and university faculty members take formal course work in education as part of their programs of studies. It is also known that within many faculties, there are some numbers who have taken such courses or who have given attention to teaching and learning in some particular ways. So despite the fact that most Ph.D. candidates have not had formal course work or experience in how

to teach, many may have experienced some development as teachers before they assume faculty positions. Most of them have learned about teaching in conventional ways: They have read books, have had psychology classes, have discussed teaching with knowledgeable colleagues or professors, have observed their teachers, or have had some teaching experiences (Eble, 1983).

Some faculty association spokespeople endorse the "Doctor of Arts in College Teaching," a degree that would include a residency of full-time teaching in a two-year college in lieu of a dissertation (Cohen et al., 1972).

American colleges must assume a fair proportion of the responsibility for inducting new teachers. Colleges should assign reduced teaching loads to new and inexperienced faculty during the first term or year, given selected senior members of the faculty responsibility for working with new teachers, and arrange with other colleges for seminars and workshops to be conducted by outstanding leaders (Wise, 1967).

Many college instructors focus on presenting course material. From the perspective of cognitive learning strategies, a focus on content may be necessary but not sufficient for the best learning. Plans should also include teaching students how to learn the content within the context of the course. Therefore, instructional strategies can be classified into two broad but complementary categories: strategies for communicating content and strategies for teaching students how to learn content (Weinstein & Meyer, 1991).

The instructional decisions and teaching methods affect students' knowledge about strategies and their use of them. By understanding how students use these strategies, instructors can become more aware of ways to foster the development and use of strategies through course structure and activities (Weinstein et al., 1991).

Instructors' decisions about how to teach, like students' decisions about how to learn, are the result of prior knowledge and executive control (setting

instructional goals, selecting plans for teaching course materials, monitoring instruction during class, and evaluating the overall plan). Instructional strategies are most effective and efficient when instructors know about themselves as teachers, know about various instructional tasks, and know about different instructional strategies (Weinstein et al., 1991).

If the instructional goal is to help students learn material in a meaningful way and move it along the member continuum, the instructors' knowledge must have several components. Self-knowledge must include instructors' knowledge of themselves as instructors, including their knowledge of their students as learners. Task knowledge must include knowledge of the academic tasks appropriate for reaching desired instructional outcomes, including knowledge of how this interacts with the students' task knowledge. Strategy knowledge must include instructional strategies for teaching content and also strategies

for teaching students how to learn content (Weinstein et al., 1991).

Instructors must know about possible problems with students' prior knowledge or their misunderstanding about course requirements, so these can be addressed and taken into account in preparing the lesson (Weinstein et al., 1991).

Coordination across disciplines is needed to bring interested students into contact with each other. Honors programs can help in this endeavor. What is really needed, however, for undergraduate students is to have the opportunity to share that excitement with other students and begin to teach. The involvement of students as tutors for beginning students should be encouraged (LaPidus, 1987).

The teaching assistant experience in graduate school is another part of the process and must be taken seriously as part of the development of instructors (LaPidus, 1987).

The well-balanced presentation of theory and practical applications in methods courses provides

each teaching assistant with the basic skills needed to teach the beginning level courses efficiently and professionally (Fleak & Hansen, 1989).

A methodology course would include practice in writing objectives, preparing lesson plans, maintaining good records for student evaluation, and developing techniques for teaching the subject. Given the kind of course, graduate students should be expected to do at least two demonstration lessons (Fleak et al., 1989).

Each term a one-hour methods course for both new and returning graduate teaching assistants can provide experience in the preparation of proficiency-based materials which are linked to the subject that they are teaching (Fleak et al., 1989).

Many universities do rely on graduate teaching assistants to do the majority of teaching assignments at the beginning levels. A teaching assistant supervision program which incorporates preservice workshops, methodology courses linked to the inservice teaching assignments, systematic observations and

evaluations, and mentoring can do a lot to provide the profession with instructors who are well prepared to staff classrooms at all levels of instruction (Fleak et al., 1989).

Graduate departments might take on the responsibility of mentoring. Studies that show how faculty members develop identify roles where veteran professors can be particularly effective. A senior exemplary teacher in each department could act as a mentor or consultant on teaching to beginning and adjunct faculty (Eble, 1983).

Mentors play an important role in the development of faculty members (LaPidus, 1987).

A number of research studies have indicated that improvement in teaching is much more likely if the faculty member works with an experienced consultant rather than alone (Lewis, 1991).

Undergraduate colleges have been slow to recognize their responsibilities in the initiation of the new faculty member into his professional duties. However, some institutions have recently designed

programs to provide the new instructor with help and advice from senior faculty (Wise, 1967).

Since students are the only ones who observe teaching for the duration of the course, it seems sensible to get student appraisals of instruction. However, many faculty and administrators feel that students are not always satisfied with effective instruction or dissatisfied with ineffective instruction. Also, some would not trust students to evaluate professional competence because of the students' limited grasp of the subject matter (Kronk & Shipka, 1980).

Bok offers 16 practical steps to lift the level of teaching in universities. One of them alone will not make a great impact; however, together they provide a strong network of incentives that can alter the campus environment and overcome the feeling that teaching does not matter.

1. Requiring proficiency in English

There is one requirement that all universities should insist upon. Since more than a quarter of our

graduates are from abroad, there are those who cannot speak English with enough facility to teach undergraduates effectively.

2. Giving preparatory training

Universities should prepare graduate students to teach. At least 4 kinds of preparation are possible. One method is to give written material on the subject. Another is to offer discussions regarding classroom issues. A third method is to allow them to observe a demonstration class taught by an experienced instructor. The last technique is to videotape instructors in the act of teaching and discuss the videotape with them.

3. Providing faculty supervision

No preparation for teaching is complete without periodic meetings between professors and the students to discuss teaching.

4. Preventing inadequate instruction

A university should intervene at the earliest moment to prevent poor instructors from continuing

teaching until they have acquired an adequate level of proficiency.

5. Assembling teaching portfolios

These portfolios for graduate students will include a list of the classes the student has taught, results of all student evaluations, a record of any completed courses or other forms of preparation for teaching, an evaluation by one or more knowledgeable faculty member(s), and a videotape of the student instructing an actual class.

6. Collecting better evidence of teaching

There should be a graduate teaching portfolio on file at the university. This portfolio can be given to a prospective employer.

7. Offering suitable preparation for teaching

Not many universities offer training to their graduate students to help them learn to teach effectively. There needs to be a program of preparation designed for this purpose.

8. Obtaining adequate evidence of teaching

This would be similar to the teaching portfolio mentioned earlier. However, added to this may be any teaching awards, seminars taught, and perhaps letters from other faculty members who have seen this person teach.

9. Curbing the fixation of the quantity of publications

There needs to be more emphasis on the quality of the work published rather than the quantity.

10. Refusing to lower teaching loads

It is unfortunate that many times outstanding scholars are recruited with offers of a reduced teaching load. Because of this, there seems to be a steady erosion in the amount of teaching expected of senior faculty at leading universities.

11. Requiring student evaluations

Student evaluations can help to improve the quality of instruction. They motivate professors to work harder at their courses since instructors do not like to be identified as poor teachers.

Often it is heard that faculty colleagues dismiss student evaluations as popularity contests; the evidence does not bear this out. Several studies do confirm that student assessments are reliable and consistent over time and do provide information that correlates positively to more expert assessments of teaching.

12. Providing opportunities to improve teaching

Student evaluations will not have maximum effect unless a chairperson discusses the results with the instructors who get poor ratings and encourages them to seek help.

13. Offering grants for educational innovation

It is sometimes easier for a professor to get money for a research grant than to get money to revise a course with a new instructional technique. To avoid this, it is important to invest in innovation by budgeting an annual sum that can be used by professors for improving their courses.

14. Evaluating new initiatives

Each grant for improving teaching should have a stipulation that the project be evaluated carefully.

15. Mounting a continuous program of education research

The process of evaluating innovations should grow to include an active program of research to learn more about how to enhance the quality of education.

16. Publicizing new ideas

Universities are notorious for not publicizing successful innovations, not just from one institution to another but even within their own campuses. To solve this, universities need to find a way to regularly report on new experiments in teaching (Bok, 1991).

It is not enough for teachers just to "show up with the goods"; they must "produce learning" in students (Elbow, 1986). When it comes to implementing changes in the classroom, only one person is capable of making those changes and that is the faculty member who teaches the class in question. Faculty do not

want to teach poorly. The faculty member frequently lacks training and also often institutional incentive to motivate the changes. Yet the teacher stands, "where the rubber meets the road," in a position to make better college teaching a reality (Weimer, 1990).

The review of current literature shows that college teaching can be improved. Many kinds of successful programs and activities have been reported. We now know more about college teaching; that knowledge includes research on how it can and should be improved.

The review indicates that the assumptions "if you know it, you can teach it" and "good teachers are born" are flawed. The results of the questionnaire given in Chapter 3 reinforce this position.

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Chapter Three

To determine how faculty members view faculty teacher training, we prepared the given questionnaire for distribution to the Maine Technical College System full-time faculty members. It was distributed by mail to individual instructors and returned anonymously via mail to researchers' homes. Research subjects are protected by the right to:

1) not be harmed

2) self-determination

3) have confidentiality and privacy respected.

The results of the returned questionnaires were tabulated by question to determine the perspectives of the State of Maine Technical College full-time faculty. Results are reported in summary form.

QUESTIONNAIRE

What degree or degrees do you currently hold?

___ College Diploma

___ Associate Degree

___ Bachelor of Arts

___ Bachelor of Science

___ Master Degree of _____

___ Doctorate Degree of _____

___ Other _____

Are you currently enrolled in a program of study?

___ College Diploma

___ Associate Degree

___ Bachelor of Arts

___ Bachelor of Science

___ Master Degree of _____

___ Doctorate Degree of _____

___ Other _____

Prior to Technical College employment, did your formal preparation include any specific training in:

___ how to teach adults

___ how to write course objectives

___ how to instruct based on meeting course objectives and considering various learning styles

___ how to prepare a test

___ how to write a test based on measuring course objectives

___ how to write resumes

During your Technical College employment, have you received any specific training in:

___ how to teach adults

___ how to write course objectives

___ how to instruct based on meeting course objectives and considering various learning styles

___ how to prepare a test

___ how to write a test based on measuring course objectives

___ how to write resumes

Which of the following do you feel should be required of every future Technical College instructor?

___ how to teach adults

___ how to write course objectives

___ how to instruct based on meeting course objectives and considering various learning styles

___ how to prepare a test

___ how to write a test based on measuring course objectives

___ how to write resumes

Do you hold a current valid Maine teacher's license? Yes or No

Our proposed State of Maine collegiate teacher's license for future Technical College instructors includes a degree in a specific occupation plus a minimum of three credit hours in methods training. Methodology topics to be included in this course would include instruction in teaching adults, writing and achieving course objectives, writing and administering tests, and writing resumes.

Do you feel that it would enhance Technical College instruction if future Technical College instructors were required to have a valid State of Maine collegiate teacher's license? Yes or No

Chapter Four

The questionnaire given in Chapter Three was mailed to the full-time faculty listed in the Maine Technical College System Personnel Directory for October 1989. This was the most current personnel resource available to us. Our mailing included the 255 full-time faculty members listed for the Maine Technical College System. Of the 255, 133 were completed and returned, and 4 were "returned to sender." The return rate was 54%.

Appendix A gives the exact tally based on the 133 returned. Appendix B gives the percentages based on the returns.

The following information is based on those responding.

The data indicates that at the present time the majority of full-time Maine Technical College System instructors have at least Bachelors and/or Masters Degrees. The data also shows that 38% of full-time faculty are pursuing further education.

The respondents to our questionnaire indicate that they had formal preparation prior to Technical College employment in these specific areas:

39% how to teach adults

52% how to write course objectives

49% how to instruct based on meeting course objectives and considering various learning styles

51% how to prepare a test

44% how to write a test based on measuring course objectives

52% how to write resumes

The above percentages indicate that slightly less than half of the full-time Technical College faculty have had formal and specific training in methodology prior to employment.

The following data shows that an average of 40% of full-time Technical College faculty have received specific methodology training during Technical College employment:

49% how to teach adults

48% how to write course objectives

47% how to instruct based on meeting course objectives and considering various learning styles

40% how to prepare a test

38% how to write a test based on measuring course objectives

19% how to write resumes

It is unlikely that the profession can be persuaded that college teachers need to be trained or that current teachers will return to graduate school for the missing course work. (Weimer, 1990). However, our data clearly indicates that Technical College faculty already see the need for <u>future</u> Technical College instructors to have training in the following areas:

73% how to teach adults

69% how to write course objectives

77% how to instruct based on meeting course objectives and considering various learning styles

68% how to prepare a test

69% how to write a test based on measuring course objectives

28% how to write resumes

Professional development may offer on-the-job training designed to make faculty members aware of how they do teach and how they could teach. However, college teachers must be convinced that there is something of value to learn about instruction (Weimer, 1990).

Our data indicates that our Maine Technical College System full-time faculty <u>are</u> convinced that there is something of value to learn about instruction.

Chapter Five

Based upon the review of literature in Chapter Two and the results of the questionnaire in Chapter Three, our recommendations for further study include:

1. investigating a State of Maine collegiate teacher's license for future Technical College full-time instructors. This seems to be of interest to other faculty members whose suggestions include:
   a. using the American Welding Society Standard for Certification of Welding Educators as a model
   b. using California, Massachusetts, or Florida--specifically Miami Dade Community College--standards as models
2. initiating a methodology course that includes:
   a. how to teach adults
   b. how to write course objectives
   c. how to instruct based on meeting course objectives and considering various learning styles
   d. how to prepare a test
   e. how to write a test based on measuring course objectives
   f. how to write resumes

3. implementing item three (methodology course) at the six campuses of the Maine Technical College System
4. requiring methodology courses at the Graduate level
5. designing professional development seminars in specific methodology training areas
6. researching in more detail our study, Faculty Teacher Training

APPENDIX A--EXACT TALLY Faculty Teacher Training
BASED ON RETURN OF 133

QUESTIONNAIRE

What degree or degrees do you currently hold?

16--College Diploma

29--Associate Degree

20--Bachelor of Arts

71--Bachelor of Science

63--Master Degree of _____

4--Doctorate Degree of _____

12--Other _____

Are you currently enrolled in a program of study?

0--College Diploma

0--Associate Degree

5--Bachelor of Arts

10--Bachelor of Science

23--Master Degree of _____

7--Doctorate Degree of _____

5--Other _____

Prior to Technical College employment, did your formal preparation include any specific training in:

52--how to teach adults

69--how to write course objectives

65--how to instruct based on meeting course objectives and considering various learning styles

68--how to prepare a test

58--how to write a test based on measuring course objectives

69--how to write resumes

During your Technical College employment, have you received any specific training in:

65--how to teach adults

64--how to write course objectives

62--how to instruct based on meeting course objectives and considering various learning styles

53--how to prepare a test

50--how to write a test based on measuring course objectives

25--how to write resumes

Which of the following do you feel should be required of every future Technical College instructor?

97--how to teach adults

92--how to write course objectives

103--how to instruct based on meeting course objectives and considering various learning styles

90--how to prepare a test

92--how to write a test based on measuring course objectives

37--how to write resumes

Do you hold a current valid Maine teacher's license? Yes or No

(22 responses to "Yes" and 104 responses to "No")

Our proposed State of Maine collegiate teacher's license for future Technical College instructors includes a degree in a specific occupation plus a minimum of three credit hours in methods training. Methodology topics to be included in this course would include instruction in teaching adults, writing and achieving course objectives, writing and administering tests, and writing resumes.

Do you feel that it would enhance Technical College instruction if future Technical College instructors were required to have a valid State of Maine collegiate teacher's license? Yes or No

(59 responses to "Yes" and 57 responses to "No")

APPENDIX B--PERCENTAGES Faculty Teacher Training
BASED ON RETURN OF 133

QUESTIONNAIRE

What degree or degrees do you currently hold?

12%--College Diploma

22%--Associate Degree

15%--Bachelor of Arts

53%--Bachelor of Science

47%--Master Degree of _____

3%--Doctorate Degree of _____

9%--Other _____

Are you currently enrolled in a program of study?

0%--College Diploma

0%--Associate Degree

4%--Bachelor of Arts

8%--Bachelor of Science

17%--Master Degree of _____

5%--Doctorate Degree of _____

4%--Other _____

Prior to Technical College employment, did your formal preparation include any specific training in:

39%--how to teach adults

52%--how to write course objectives

49%--how to instruct based on meeting course objectives and considering various learning styles

51%--how to prepare a test

44%--how to write a test based on measuring course objectives

52%--how to write resumes

During your Technical College employment, have you received any specific training in:

49%--how to teach adults

48%--how to write course objectives

47%--how to instruct based on meeting course objectives and considering various learning styles

40%--how to prepare a test

38%--how to write a test based on measuring course objectives

19%--how to write resumes

Which of the following do you feel should be required of every future Technical College instructor?

73%--how to teach adults

69%--how to write course objectives

77%--how to instruct based on meeting course objectives and considering various learning styles

68%--how to prepare a test

69%--how to write a test based on measuring course objectives

28%--how to write resumes

Do you hold a current valid Maine teacher's license? Yes or No

(17% responses to "Yes" and 78% responses to "No")

Our proposed State of Maine collegiate teacher's license for future Technical College instructors includes a degree in a specific occupation plus a minimum of three credit hours in methods training. Methodology topics to be included in this course would include instruction in teaching adults, writing and achieving course objectives, writing and administering tests, and writing resumes.

Do you feel that it would enhance Technical College instruction if future Technical College instructors were required to have a valid State of Maine collegiate teacher's license? Yes or No

(44% responses to "Yes" and 43% responses to "No")